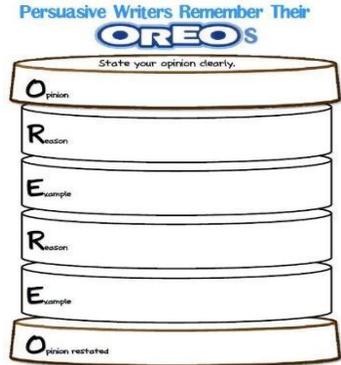




GRADES 1 to 12
DAILY LESSON LOG

School:		Grade Level:	IV
Teacher:	<i>Credits to the Writer of this File</i>	Learning Area:	ENGLISH
Teaching Dates and Time:	MARCH 13-17, 2023 (WEEK 5)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A. CONTENT STANDARDS	<p>LC- The learner demonstrates an understanding of the elements of literary and informational texts for comprehension</p> <p>OL – The learner demonstrates an understanding of verbal cues for clear expression of ideas</p> <p>A – The learner demonstrates an understanding of nonverbal cues to communicate with others</p>	<p>V- The learner demonstrates an understanding that word meaning can be derived from different sources</p> <p>RC – The learner demonstrates an understanding of text elements to comprehend various texts</p> <p>ORF –The learner demonstrates an understanding that English is stress-timed language to achieve accuracy and automaticity</p>	<p>G – The learner demonstrates an understanding of English grammar and usage in speaking and writing</p> <p>WC – The learner demonstrates an understanding of the importance of using varied sources of information to support writing.</p>	<p>SS – The learner demonstrates an understanding of library skills to research on a variety of topics</p>	PERFORMANCE TASKS
B. PERFORMANCE STANDARDS	<p>LC – The learner recalls details, sequence of events, and shares ideas on texts listened to</p> <p>OL – The learner actively creates and participates in oral theme-based activities</p> <p>A - The learner uses paralanguage and nonverbal cues to respond appropriately</p>	<p>V – The learner uses different sources to find word meaning</p> <p>RC – The learner uses knowledge of text types to correctly distinguish literary from informational texts</p> <p>ORF – The learner reads aloud text with accuracy, automaticity, and prosody</p>	<p>G – The learner uses the classes of words aptly oral or written discourse</p> <p>WC – The learner uses a variety of strategies to write informational and literary compositions</p>	<p>SS – The learner uses library skills to gather appropriate and relevant information</p>	
C. Learning Competencies/ Objectives. Write the LC Code for each	<p>LC – Identify elements of informational text (feature story) EN4LC-IIIId-27</p> <p>OL – Use appropriate expression to talk about issues/current events EN4OL-IIIId-16</p> <p>A – Show interest in reading a feature story EN4A-IIIId-30</p>	<p>V – Identify multiple meaning of words EN4V-IIIId-37</p> <p>RC- Identify various text types according to structure (description) EN4RC-IIIId-36</p> <p>ORF – Read grade-level texts with appropriate speed, accuracy, and expression EN4F-IIIId-15</p>	<p>G – Identify and use the correct order of adjectives in a series in sentences EN4G-IIIId-15</p> <p>WC – Write/compose clear and coherent sentences using the correct order of adjectives EN4WC-IIIId-12</p>	<p>SS – Use graphic organizers to organize information obtained from various sources in preparation for reporting, etc. EN4SS-IIIId-12</p>	
II.CONTENT					
III.LEARNING RESOURCES	Chart, Pictures, PPTx, foldables, stories	Flashcards, Chart, paper strips, PPTx, dictionary	Pictures, chart, flashcards, PPTx, stories, foldables	Chart, PPTx, foldables, pictures	
A. References					
1.Teacher’s Guide pages					
2.Learner’s Materials pages					
3.Textbook pages					

4.Additional Resources from Learning Resources (LR) Portal					
B. Other Learning Resources	Modern Teachers 2012 November issue	Skill Builders for Efficient Reading 4 tx. Pp. 139-143			
IV.PROCEDURES					
A. Review previous lesson or presenting the new lesson.	Have you read a newspaper or any school paper? What are the parts of the newspaper that you have read ? The pupils will identify the parts of the newspaper or the school paper. There is a specific section about opinions. What do you call that part? Let the pupils know about that part which is the feature page.	Tell: Words may have multiple meanings. The meaning attached to the word will depend on how this word is used in meaningful context. Let the pupils study the following. Able – a. having enough power or skill b. skillful; talented _____Jose is an able pupil _____Are you able to swim.	Let the pupils recite the poem My Family This is mother, kind and dear, This is father standing near This is brother, see how tall, This is sister not so tall, This is baby, sweet and small. Say: Who are the members of the family?What can you say about mother? Father? Brother? Sister? Baby? How do you show your love to your family?	Show different pictures to pupils. Let the pupils use a series of adjectives in describing those pictures.	
B. Establishing the purpose to the lesson.	Show a newspaper or school paper to pupils. Browse the feature page which has the feature articles.	Explain the meaning of the two words. Show again examples. Cabin – a. a small house b. a room on a ship c. the place where passengers are seated in an airplane _____The captain's cabin in the steamer is big. _____the boys built a cabin in the woods. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Get anything from your bag or in the room and describe the object. Use several adjectives. Describe its number, or quantity, kind or quality, color. Pencil How many? Two What kind? Long What color? Yellow Two long yellow pencils That is the series of adjectives.	Let the teacher show an example of a graphic organizer. Describe it. Where do we use the graphic organizer? 	
C. Presenting examples/ instances of the new lesson	Informational text are literary nonfiction, personal essays, opinion pieces, speeches, etc. Tell: Today our informational text will be about feature articles.. What are the parts of a feature? (introduction, body, conclusion) Let the pupils listen to the feature article the teacher will read TEXTING:ITS CONSEQUENCES TO LEARNERS' SPELLING ABILITY (see attached sheet)	Explain about the multiple meaning of words. Wrong – a.not correct, inaccurate b. something that is unjust or bad c. to do a wrong to; to treat unjustly d. out of order _____This clock shows the wrong time. _____Something is wrong with this lock. _____He apologized for the wrong he did to her.	Do pick and tell Pick out a picture from the box. Describe the number, the kind, or quality of the objects in the picture. Let the teacher show different pictures then the pupils will make sentences out of the picture shown Use the correct series Number, kind, color	Let the pupils know this: Graphic organizers are charts or visuals which are used to represent what we think of. They can help us understand what we read. In sequencing events, we use organizers like the storyboards, flowcharts, story train, chain of events chart and sequence charts	

<p>D. Discussing new concepts and practicing new skills # 1</p>	<p>Ask questions about the feature article listened to.</p> <ol style="list-style-type: none"> 1.What is the tile of the feature article? 2.How did the writer begin his article? 3.What are the facts included in the feature article heard? 4.What kind of feature article is it? 	<p>Discussion about the multiple meaning of words.</p> <p>Fit – a. well-suited; proper; right b. to be right in shape or size c.in good health</p> <p>___He is fit again after his long illness. ___These shoes fit very well.</p>	<p>Let the pupils do the activity on Try and learn exercise I LM pp. 256</p>	<p>Let the pupils read the selection.</p> <p>Mother has some hens. Sometimes she gives them corn to eat. Sometimes she gives them palay. Baby likes to see them pick up the palay. When she is bigger, she will feed the hens.</p> <p>One day, Mother was working in the yard. She was cleaning the yard with a broom. Mother heard the hens in the garden. They were hungry. Mother said, "I did not feed my hens. I did not give them their palay." Then, she went into the house, She came out with a basket. The hens had palay to eat and they were happy.</p> 	
<p>E. Discussing new concepts and practicing new skills # 2</p>	<p>Guided Practice Let the pupils listen to the article the teacher will read ROAD SAFETY AMONG CHILDREN (see attached sheet)</p> <ol style="list-style-type: none"> 1.What is the title of the feature article? 2.How did the writer begin his feature article? 3.Read the body of the feature article. 4. What is the feature all about? 5.How did the writer end his article? 	<p>Guided Practice By group do the ff: Group I –reach</p> <ol style="list-style-type: none"> a. To arrive at b. To get in touch with c. To go as far as d. To extent or distance <p>a person or thing can stretch</p> <ol style="list-style-type: none"> e. To stretch out or extend <p>___The sound of music reached my ears ___The kichen was out of the baby’s reach. ___Can you reach to that top shelf?</p>	<p>Guided Practice Do Exercise 2 on LM pp. 256</p>	<p>Guided Practice Let the pupils answer LM p. 53 Story C THE BUNDLE OF STICKS Use chain</p> 	
<p>F. Developing Mastery (Leads to Formative Assessment 3)</p>	<p>Independent Practice Let the pupils listen again to another feature article. EDUCATION:KEY TO BETTER LIFE (see attached sheet) Let the teacher ask questions about the feature article.</p>	<p>Independent Practice Each pupil will answer this.</p> <p>Power- a.strength;force b. the ability to do or act c. a person, group, or thing having great strength, influence d. authority; control e. physical force or energy used to do work</p>	<p>Independent Practice Let the pupils do Do and Learn on LM pp. 257 letter A</p>	<p>Independent Practice</p>	

		<p>_____The new dam produces electric power.</p> <p>_____The president has the power to grant pardons.</p> <p>_____The United States and Russia are great powers.</p>		<p>Use the graphic organizer for the Paragraph or article the teacher Will show on chart</p>	
G. Finding practical applications of concepts and skills in daily living	In our everyday life, there are many stories that we can write.	The dictionary helps you learn three important facts about words: how to spell it, how to pronounce it and what it means.	We can use adjectives in describing persons that we meet, places that we have been to, and things that we use.	We can use graphic organizers in doing our presentations in seminars, meetings, reporting in school.	
H. Making generalizations and abstractions about the lesson	Feature articles are windows into the human experience, giving more detail and description than a hard news story, which typically relies on the style of writing. Features focus on an event or individual, giving the reader a chance to more fully understand some interesting dimension of that subject. Writing a feature article can be a highly creative and fun activity, but it does take hard work and planning to write an effective and engaging article.	Words have multiple meanings.	Adjectives are words that describe nouns or pronouns. They tell about the kind, color, or number of a noun or pronoun. Adjectives tell about the number, kind. Color of a person, animal, or thing. When several adjectives are used in one sentence, the order of adjectives is as follows: a number, kind or quality, and color.	Graphic organizers are charts or visuals which are used to represent what we think of. They can help us understand what we read. In sequencing events, we use organizers like the storyboards, flowcharts, story train, chain of events chart and sequence charts	
I. Evaluating learning	<p>Directions: Listen to the feature article the teacher will read.</p> <p>CHRISTMAS: A NATIONAL FIESTA (see attached sheet)</p> <p>1.What is the title of the feature article?</p> <p>2.Which country has the longest time for celebrating Christmas?</p> <p>3.During Christmas season, how did the Filipino celebrate it?</p> <p>4.How did the writer end up his feature article?</p>	<p>Directions: Choose the correct letter of the best answer.</p> <p>Public- a. of or having to do with people as a whole</p> <p>b. for the use of all the people</p> <p>c. generally known</p> <p>d. having to do with the activities of people in the government</p> <p>_____ Rizal Park is a public park.</p> <p>_____The news was made public at once.</p> <p>_____Officials are elected to hold public office.</p> <p>Remain- a. to stay;continue in a place;stay after others are gone</p>	<p>Directions: Underline the correct answer.</p> <p>Let the pupils do letter B on LM p. 257 and Write about it on Lm p. 257</p>	<p>Directions: Arrange the following events using a graphic organizer.</p> <p>With a wild cry, Princess Mitzi leapt into the fire.</p> <p>A circle of leaping flames appeared in the center of the stage.</p> <p>The lights went out and the audience cheered and stamped their feet.</p> <p>The audience could see the frenzied dance of death through the encircling walls of flame.</p>	

		b. to continue or keep on ___ The weather remained warm. ___ A few leaves remain on the tree.			
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V.REMARKS					
VI.REFLECTION					
A. No. of learners who earned 80% in the evaluation	___ of Learners who earned 80% above				
B. No. of learners who require additional activities for remediation who scored below 80%	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	___ Yes ___ No ___ of Learners who caught up the lesson	
D. No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	
E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method	

	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	
F. What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> Pictures	